

DISSERTATION

**ENGLISH FOR COMPUTER AND NETWORK ENGINEERING
PROGRAM: TOWARD A SYLLABUS DEVELOPMENT**



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PROGRAM: TOWARD A SYLLABUS DEVELOPMENT**

**Bahasa Inggris untuk Program Studi Teknik Komputer
dan Jaringan: Menuju Pengembangan Silabus**



DISSERTATION

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at Hasanuddin University under the Concentration of Linguistics**

By

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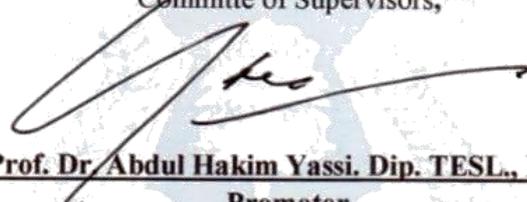
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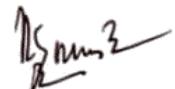
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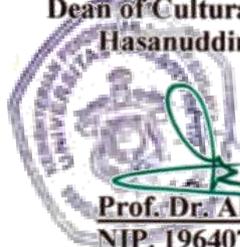
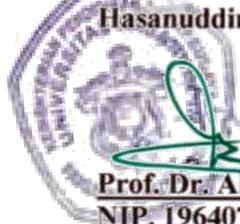
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Researcher hopes that this dissertation can provide benefits to practitioners of education and scientific development, especially in the field of applied linguistics studies and can be used as a reference for researchers of other scientific works.

Researcher

Lela Rahmawati

ABSTRACT

LELA RAHMAWATI. *“English for Computer and Network Engineering Program: Toward a Syllabus Development”*. (Supervised by Abdul Hakim Yassi, Nasmila and Abiddin Pammu).

Preparation of learning tools such as syllabus and learning material for implementing learning by teachers at SMK's Mataram have not been maximized. There for, in this study, research was carried out with English for Computer and Network Engineering Program: Toward Syllabus Development'. The aim of this research was to analyze the need for syllabus and course material based on the actual students need. Moreover this study was to facilitate English language instructors to direct the learning process towards learning and innovation skills; and expected to contribute to the existence of language learning theory, theory of factors that affect the achievement of speaking skills competencies in the application of project-oriented learning material models, teaching material theory.

This research was descriptive research in which questionnaire and semi-structured interviews were distributed to student, graduates, teachers, and policy makers to obtain more accurate information on students needs. The data were analyzed in quantitative and qualitative methods. Questionnaires were distributed by employing incidental convenience purposive sampling to 185 participants. Interviews were conducted to 30 of the participants by employing quota purposive sampling

The findings of the study revealed the need for setting up the course with a prominent focus on the academic and professional development in computer and network engineering discipline. The result of students need analysis are speaking and reading, however the syllabus and course material are integrated skills reading, writing, speaking and grammar. The activities in the syllabus and course material are project based learning activities. Furthermore, the syllabus design provided a set of language speaking, reading, writing, as well as grammar in computer topics and various learning activities to facilitate language learning and acquisition process in the class. The syllabus design was an integration aim, skills, topic, grammar, and task to bridge the gap on the students' present knowledge of the course and require knowledge academic and future professional development.

Keywords: Needs Analysis, Students needs, English for Specific Purpose



ABSTRACT

LELA RAHMAWATI. *"Bahasa Inggris untuk Program Studi Teknik Komputer dan Jaringan: Menuju Pengembangan Silabus"*. (Dibimbing oleh Abdul Hakim Yassi, Nasmila dan Abiddin Pammu)

Penyusunan perangkat pembelajaran seperti silabus dan materi pembelajaran untuk pelaksanaan pembelajaran oleh guru di SMK Mataram belum maksimal. Untuk itu, dalam penelitian ini dilakukan penelitian dengan Program Studi Bahasa Inggris untuk Teknik Komputer dan Jaringan: Menuju Pengembangan Silabus'. Tujuan dari penelitian ini adalah untuk menganalisis kebutuhan silabus dan materi perkuliahan berdasarkan kebutuhan mahasiswa yang sebenarnya. Selain itu, penelitian ini untuk memfasilitasi instruktur bahasa Inggris untuk mengarahkan proses pembelajaran menuju keterampilan belajar dan inovasi; dan diharapkan dapat memberikan kontribusi terhadap keberadaan teori pembelajaran bahasa, teori faktor-faktor yang mempengaruhi pencapaian kompetensi keterampilan berbicara dalam penerapan model bahan ajar berorientasi proyek, teori bahan ajar.

Penelitian ini merupakan penelitian deskriptif dimana kuesioner dan wawancara semi terstruktur dibagikan kepada siswa, lulusan, guru, dan pengambil kebijakan untuk mendapatkan informasi yang lebih akurat tentang kebutuhan siswa. Analisis data dilakukan dengan metode kuantitatif dan kualitatif. Kuisisioner dibagikan dengan menggunakan purposive sampling yang bersifat insidental kepada 185 partisipan. Wawancara dilakukan kepada 30 orang partisipan dengan menggunakan quota purposive sampling

Temuan penelitian mengungkapkan kebutuhan untuk menyiapkan pembelajaran dengan fokus utama pada pengembangan akademik dan profesional dalam disiplin teknik komputer dan jaringan. Hasil analisis kebutuhan siswa adalah berbicara dan membaca, namun silabus dan materi perkuliahan adalah keterampilan membaca, menulis, berbicara, dan tata bahasa yang terintegrasi. Kegiatan dalam silabus dan materi perkuliahan merupakan kegiatan pembelajaran berbasis proyek. Selanjutnya, desain silabus menyediakan seperangkat bahasa berbicara, membaca, menulis, serta tata bahasa dalam topik komputer dan berbagai kegiatan pembelajaran untuk memfasilitasi pembelajaran bahasa dan proses pemerolehan di kelas. Desain silabus adalah tujuan integrasi, keterampilan, topik, tata bahasa, dan tugas untuk menjembatani kesenjangan pada pengetahuan siswa saat ini tentang materi dan membutuhkan pengetahuan akademis dan pengembangan profesional masa depan.

Kata Kunci: Analisis Kebutuhan, Kebutuhan Siswa, Bahasa Inggris untuk Tujuan Khusus



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LIST OF ABREVIATION

P= Percentage

F= Cumulative frequency

N= Total Respondent

CHAPTER 1

INTRODUCTION

This chapter provides information about the background of the study, research questions of the study, objectives of the study, and significance of the study.

A. Background of the Study

The status of English as one of the international languages is undeniable. Its' vital position as means to communicate among people of different nation and diverse cultural background is getting stronger and more influential. It has been widely used in various fields such as tourism, education or business. It also evidenced that mastering English has benefited the users for a variety of purposes. In countries like Malaysia, Singapore or the Philippine, English has successfully earned a prestigious position as the second language. However, for countries like Indonesia, English is still treated as a foreign language. With regards to the domain where English has been placed in international arena, Graddol (1977) specifies 12 of them. First, English is the working language of international organizations and conferences. Second, it is the international language of science and technology. Third, English is used in international banking, economic affairs and commerce. Following this, English has been used for advertising of global brands, for audio-visual and cultural products, for international tourism and tertiary education, for international laws, for

international interpretation and translation; for technology transfer and technology communication. It is even used as the standard language for aeronautics and sea international safety. The following paragraph describes the potential use of English in the context tourism which is especially observed in Lombok, West Nusa Tenggara.

Lombok is situated in West Nusa Tenggara province, right to the east of Bali province. For more than a decade, Lombok has successfully gained international attention due to its tourism very appealing attractions among others are Rinjani mountain, Mandalika Motor GP circuit, exotic beaches, and other cultural potentials. This has directed the world attention to visit Lombok. Being at this point, Lombok people especially the youngsters begin to realize their island potential. At the same time, West Nusa Tenggara (NTB) province also begin to prepare human resources to respond to the incoming tourism wave, and one of which by providing scholarship to NTB youngster to pursue higher education overseas. One of the pre departure training components for the selected awardees is English language skill development.

Further, foreign language mastery, especially English, has been the major concern recently. As a result, students at all levels of education (from playgroup to higher education institutions) are highly encouraged to be able to communicate in English. Secondary schools both in cities and rural areas also respond positively to this situation by running intensive English courses for their students. Also, there is plethora of bilingual

programs are set by private owned vocational schools especially those under the auspices of Islamic Boarding Schools (Pesantren). These programs aim to enhance students' language skills mastery. Besides, a myriad of non formal language courses also flourish everywhere in the island of Lombok offering intensive English program to equip students with necessary language skills to enable them to gain benefits from this tourism industry.

Furthermore, one type and level of secondary education in Indonesia is Vocational High School (SMK), which is a senior high school that prepares its graduates to be able to directly enter the world of work. Besides having productive or vocational subjects, SMK also has general subjects known as adaptive and normative. English is one of the subjects included in the adaptive subject. English Subject is one of the subjects taught in order to improve students' language skills. The basic essence of language acquisition is as a means of communicating. English as a tool for verbal and written communication can be used to convey information, thoughts and feelings. English is also a tool for developing science, technology and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and or produce spoken and or written texts which are realized in four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond or create discourse in people's lives. Therefore, English

subjects are directed to develop these skills so that students are able to communicate in English at a certain literacy level.

The expected literacy in learning English at SMK is that students can reach the communication and informational level because they are prepared to be able to jump directly into the world of work and continue their education to higher education. Recognizing the important function of English in human life, various efforts to support learning have been made, both by formal and non-formal educational institutions. These efforts include improving the curriculum, improving the quality of teachers, and educational infrastructure. These improvements are still within the external scope of students. In this case, students are perceived as an element that must be served. Ideally, students need to be seen as a unit that contains potential, which includes knowledge, attitudes and values. The teacher's effort in this position is to activate this potential so that students play an active role in the learning process (Ramainas, 2006: 77)

The experiences of English teachers such as at SMKN 3 Mataram, SMKN 9, and SMKN Muhammadiyah in the learning process generally feel that the learning process is still low expectations. Learning outcomes are generally still low, the behaviors of students that do not support learning outcomes, such as: laziness, lack of attention, lack of motivation to learn and undisciplined are still common. Suryabrata (in Ramainas, 2006) states that the low learning outcomes are caused by two factors, namely: (1) external factors, consisting of social and non-social factors, such as

teacher qualifications, methods, media, equipment, and evaluation; (2) internal factors, consisting of physiological and psychological factors, such as intelligence, interests, talents, motivation, perceptions, and learning methods. Regarding the low learning outcomes, Hamalik (2006: 156) states that in the last three decades the increase in education has only been felt in terms of quantity, not quality. The main cause of this problem is related to the issue of effectiveness and relevance of the education implemented. The effectiveness of education is closely related to the process of implementing the education carried out, while relevance is related to the suitability of education with the interests, talents and abilities of students as well as the needs of society, science and technology.

Besides that English Education at SMK is currently experiencing two major challenges, namely reducing the number of face-to-face hours and changing the structure of the curriculum content. Both of these challenges have given a tremendous polemic to the process of improving the quality of SMK graduates which is proclaimed by the Vocational School Revitalization program. From the aspect of the number of face-to-face hours, English lessons only have time ranging from 90 minutes to 180 minutes in one week of learning at SMK. If in one semester there are 28 active weeks, and then overall in one year vocational students in Indonesia only get 42 hours of English lessons up to a maximum of 84 hours for one year.

Meanwhile, Reporting from www.bbc.com regarding several references regarding mastery of foreign languages, it is said that it takes between 120-200 hours to enable someone from one particular level to a level above it. 120 hours can be achieved if the learner is an immigrant who is in a fully English-speaking environment. With the condition that learning is carried out in a country like Indonesia, the time requirement is higher. An expert in English education in the world, Jim Cummin (2000) stated that the process of acquiring language skills in the scope of daily conversation (Conversational Language) takes 1-3 years, while being able to use English in the academic sphere (Academic Language) takes 3- 5 years, even up to 10 years.

Referring to this theory, the process of increasing English proficiency requires sufficient time and must be done from an early age. Particularly in the context of SMK, the English program must be implemented seriously since students are in class X and given enough time space for students to do learning effectively. Furthermore, with the current national education curriculum, the opportunity for students to acquire English learning at SMK is only limited to 2-3 hours per week or about 80 meeting hours in a year (after deducting exam schedules and school holidays). And it still has to be reduced by the industrial work practice schedule of students in class XI or class XII. So that the number of hours of learning English at SMK is very insufficient to achieve the

minimum target set by the Directorate of Vocational Education for SMK graduates.

Then, the next challenge that has the potential to slow down the acquisition of English proficiency in vocational high schools is teaching materials which currently focus on textbooks. In the 2013 English learning curriculum for vocational high schools, English lessons are directed at text-based as is the case for public high schools or high schools. In the previous curriculum, the English curriculum at SMK was function-based or functional. A study is needed to determine what based curriculum is more appropriate for students in vocational education. Both of these approaches have their respective advantages. In addition, the existing teaching materials are still textbook-based, giving very few opportunities for students to practice using English as a communication tool. The existing teaching materials are still dominated by written exercises which are numerous, but not sufficiently meaningful. Therefore, the gap between the numbers of English lessons regulated in the currently very limited learning curriculum can be covered by the use of teaching materials in the English learning process at SMK. In addition, investing in English learning time at SMK is very important to do immediately considering that SMK graduates will immediately enter the competitive world of work and English is one important aspect for their success. Especially in this MEA era, labor rivals from other countries in ASEAN are receiving more English treatment than in Indonesia

Besides that, in some Vocational Schools like SMKN 3 Mataram, SMKN 9 Maaram and SMK Muhammadiyah, the mastery of English still becomes the main problem for kind of any students not only in computer and technology but also in other fields. The fact strongly indicates that teaching of English for computer and technology student relate to the content of ESP is very much needed. It also indicates that the teaching of English should be based on the students' target need that is the situation in which the learners will use the language learning. Therefore, before designing a course, curriculum, syllabus and materials, the designer should pay attention to the students' needs, and one of the tools to get information about the students' needs is needs analysis.

In secondary vocational schools (SMK) English becomes a compulsory subject. However, it is still treated as a foreign language. Each program in the SMKS for instance in the program of Computer and Network Engineering (TKJ), English plays as supporting subject meaning that the mastery of English would enhance the students understanding on the core subjects in the program. Computer and Network Program is a science based on Information and Communication Technology related to algorithmic capability, and computer programming, computer assembly, computer network assembly, and software operation, and internet. This program relies heavily on the use on English.

English in vocational school is treated as English for specific purpose (henceforth ESP) (Widodo, 2016). It is regarded specific as the

main purpose of learning English for SMK students is for specialized purposes such as for working, business or to further their studies. Islam (n.d) highlight that the introduction of ESP in a variety of international settings is *“to equip learners with necessary English language skills to face their practical situation communication challenges in their future careers”* (p.69) For this reason, the treatment to the teaching of English in SMK should be different from that of general English (GE), where the four language skills are equally emphasized (Rahman, 2015). Unlike GE, ESP class can be focused on certain skills, for instance speaking and writing only, depending on the results of students' needs analysis.

Although ESP and GE share a few things in common, ESP practitioners are more demanded than those of GE teachers. ESP practitioners are required to do a number of roles including a material designer, an organizer, a councilor, a facilitator and researcher at the same time (Islam, n.d). This implies that an English teacher teaching in SMKs, ideally, should act as a researcher and a teacher. Moreover, the major distinction between ESP and GE is awareness of students' need (Hutchinson and Waters, 1987, p.53). Islam further argues that due to the dynamic of teaching situations and autonomous students in ESP setting, ESP teachers are required to be able to show more flexibility in their approaches.

From the phenomenon above, English for Specific Purposes (ESP) then becomes such an important part of English language teaching since it

gives more specific features of English to certain learners. There are three main common reasons to the emergence of ESP according to Hutchinson. Those three reasons are (1) the expansion in scientific, technical, and economic activity on an international scale after world war II, (2) the revolution in linguistics which states that the language varies considerably, and in a number of different ways, from one context to another, (3) learners were seen to have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning (Hutchinson and Waters, 1987:6-8). In other words, it is crucial to design a language teaching for certain learners with relevant contexts in order to gain effective and beneficial teaching and learning process. So it can be stated that the English course design for science students will somehow different with the economic students because they have different needs for learning English.

Despite this challenging tasks, researcher preliminary investigation suggests that SMKs English teachers have yet to thoroughly investigate the students' learning needs. Rather, they only do what GE teachers do without carrying out any assessment on their learners' wants. This is probably due to the amount of administrative works placed the teachers particularly after the 2013 curriculum implemented and after earning professional teaching certificates. This study is devoted to assist English teachers in SMKs to do one of their roles, to assess students' needs in learning English. According to Dudley-Evans (1997:5) Needs analysis in

ESP any vocationally-oriented course must be based on the fundamental issue of “what learners need to do with English” It also indicates that the teaching of English should be based on the students’ target needs, that is the situation in which the learners will use the language they are learning. At present, ESP has frequently appeared in the literature of the English language teaching because it is assumed to be a major activity round the world, (Robinson, 1991:1).

It is learned and used for those who require English because of their occupational and professional requirements, for example for airlines pilots. Businessmen, bankers etc., or to help students in their specialist education, for example students of Vocational High School, or students of tertiary levels of education where the aims of education given have been decided clearly. Consequently, the aims of learning English should be related to their academic studies (McKay, 1978:72). The idea of analyzing language needs of the learners as a basis for course development, in this case for syllabus and materials design, has become almost synonymous with ESP in recent years and it is difficult to think of one without the other coming to mind. There are some supporting statements provided by McDonough (1984:29) that needs analysis is vital because of the following reasons: 1. In response to the needs of the students, 2. The centrality of the learners’ needs, 3. To design courses that have relevance to the students’ needs in relation to academic studies, 4. To find out what language skills are needed for successful performance of task in some jobs.

In short, the syllabus and materials of ESP should be in accordance with the learning aims which generally come from needs, and accordingly, teaching should be in accordance with needs from which learning aims come. In other words, before deciding to design ESP syllabus and materials, embarking need analysis is inevitable so that the learning/teaching objectives can be achieved. Only through needs analysis can we identify students' needs in term of necessities, wants, and interests as well as students weaknesses and strengths.

This study draws on researcher's personal experiences when discussing with a few English issues pertaining to English language teaching at a vocational school (SMK). Based on our informal conversation, a myriad of issues emerged including students' demonization, lacking learning sources; class size, irrelevant textbooks, and very limited time allocated for English particularly in the 2013 curriculum. Our discussion also highlighted fundamental issues which need research intervention that was the learning orientation of students. By learning orientation means that we observed that the learners apparently to have diverse learning objectives which have not been accommodated by the current curriculum and English teachers as well. When the teaching and learning process does not see learners as the major concern, this would affect their motivation to get engaged in the classroom. Further, if students are not actively engaged, the classroom

would be passive, teachers would dominate and learning outcomes might not be achieved. Simply put, student-centered approach remains a hope.

As aforementioned, research intervention is of great importance to better understand what is really happening in English as a Foreign Language (EFL) classrooms, at SMKs. Comprehensive understanding on what students really need to learn, difficulties facing them, language learning strategies they have applied and how they want to learn English would enable the EFL teachers to make more appropriate decision on what materials should be covered, what teaching strategies to choose and how students' progress should be assessed. Simply put, when teachers are informed about their students' needs of language learning, preferred teaching methods, situations where they might need or use English, they could better plan their teaching. For this reason, thorough assessment on learners' needs of learning is worth doing.

From the explanation above, it could be conclude that it is important to conduct need assessment is due to the absence of formal needs analysis procedures in ESP course design at SMKs in Mataram for example in SMKN 3 Mataram, SMKN 9 MATaram and Muhamadiyah Mataram . From the above description, it shows that the need of students and making a syllabus design and prototype materials based on needs analysis in language learning is some important aspects in creating effective language learning process for vocational students, a Although extensive studies have been carried out in Indonesia, thorough

investigation on students needs in learning English from the context of SMK in Mataram is still very rare. This study aims to fill this gap.

B. Problem Statement

The government regulation of the Republic of Indonesia No. 29 of 1990 concerning secondary education, chapter I general provisions, article 1 (3), implies that vocational education should focus on the development of students' skills in specific field. In article 3 (2), it is clearly stated that vocational education should give the priority to prepare vocational high school (henceforth VHS) students to enter the workplace and developing professional behavior. In addition, the act of the Republic of Indonesia No. 20 of 2003 on National Education System article 15 stating that vocational education is secondary education program for preparing learners for a specific job. Those above-mentioned regulatory statements perfectly recognize that education in VHS should equip the students with particular skills or, in other words, promote them to have professional skills in a specific field so that they are ready to compete in today's workplace.

As aforementioned, teaching English in vocational education, particularly in secondary education, for instance in SMKN 3 Mataram, SMKN 9 Mataram, and SMK Muhammadiyah should be taken into account as English for Specific Purposes (henceforth ESP) program, as Widodo (2016) has argued. For this reason, the English instructions applied in ESP teachings should be totally different from general English (GE) instructions

which is very general in nature; serving the students with the teaching of all four language skills and stressing them equally (Esfandiari, 2015; Rahman, 2015). ESP courses, on the other hand, are designed to meet the needs of learners and other stakeholders to communicate for work or study purposes in specific disciplines (Vogt & Kantelinen, 2013). In this sense, they are hardly trained to use English in a specific discipline or a particular communicative context (Liu, Chang, Yang, & Sun, 2011). However, in the context of vocational education in Indonesia, the fact revealed that both school-based curriculum (KTSP) and the curriculum 2013 (K13) of VHS and general schools have the same English learning materials. More surprisingly, the English teachers in both VHS and general schools even use the same course books that are provided by markets that the contents are frequently inadequate to the VHS students' needs (personal information, 10 January 2018). Further, they also share the same opinion that they had a lack of interest in designing materials that are fully relevant to their needs due to (1) unavailability of financial support from their institution, (2) the limitation of time, and (3) the lack of understanding on how to develop or design the teaching materials for a specific field.

This study takes place at three of VHS in Mataram namely SMKN 3 Mataram, SMK Muhammadiyah Mataram, and SMKN 9 Mataram in which it has program namely computer engineering and networks (TKJ), which should provide the students with the skills of, for instance, designing

computer networking and understanding components of computer and networking. Unfortunately, the English teacher tends to use the English course books from the government so that the students do not get the appropriate exposure of English that is highly required for their future. Furthermore, the texts in the course books served as the inputs for the students are very general so that they are not contextualized for the students of computer engineering and networks (TKJ) program. Whereas, as they enrolled in vocational education placing them into particular vocational areas, they should experience the texts, which are relevant to their vocational knowledge and skills (Widodo, 2016).

Another reason why the students do not get the appropriate learning experience of English is related to the teacher's instructions. The instructions have been simply emphasized on teaching English grammar and reading exercises which do not contain the materials related to the students' vocational area. This in turn is unable to deepen their vocational knowledge since such instruction will only prevent them to develop and perform their communicative skills better. Unsurprisingly, the students do not demonstrate sufficient knowledge of English at the area of computer engineering and network. In other words, those all factors lead to a mismatch between the vocational graduate's academic competence and the work force requirement (Amin, Arifuddin, & Nurahmadi, 2017). Realizing these facts, it is a must for the VHS English teachers to develop English learning materials that meet their students' learning needs clearly

reflected in their actual teaching-learning situation. This can support them to achieve better performance in the real working environment. In contrast, developing English learning materials that meet the students' future workplace requirements is challenging. This requires the need analysis that should be done by ESP learners or educators to meticulously investigate effective ESP materials for students at vocational school. The need analysis can help them to clarify and validate the learners' true needs, as Akyel & Ozek (2010) have argued. By understanding the results of need analysis, they are able to translate the learners' needs into linguistics and pedagogical terms in order to teach an effective course (Tzotzou, 2014). Moreover, the research intervention is of great importance to better understand what is really happening in English as a Foreign Language (EFL) classrooms, at SMKs. Comprehensive understanding on what students really need to learn, difficulties facing them, language learning strategies they have applied and how they want to learn English would enable the EFL teachers to make more appropriate decision on what materials should be covered, what teaching strategies to choose and how students' progress should be assessed. Simply put, when teachers are informed about their students' needs of language learning, preferred teaching methods, situations where they might need or use English, they could better plan their teaching. For this reason, thorough assessment on learners' needs of learning is worth doing. Furthermore, another vital reason for conducting need assessment is due to the

absence of formal needs analysis procedures in ESP course design at SMKs in Mataram for instance SMKN 3 Mataram, SMKN 9 Mataram and SMK Muhammadiyah Mataram.

Moreover, based on the preliminary research findings, researcher preliminary investigation suggests that SMKs English teachers in SMKN 3 Mataram, SMK Muhammadiyah, and SMK N 9 Mataram have yet to thoroughly investigate the students' learning needs. Therefore in this study should make a syllabus design after finding what the students' need is.

After investigating a need analysis of students, the researcher would analyse the syllabus that suitable for the students in Vocational school based on the students need. In the present context, "syllabus" is used to refer to selecting and grading of content, where as curriculum refers more widely to all aspects of planning, carrying out and managing on educational program. In other words, curriculum is larger and complex as variously defined by different people involved in the sheer of education (1988). That characterization is the same with Richards, Platt, and Weber who define curriculum as an educational program. In addition, Yalden (1987) maintains that a syllabus is seen as an instrument by which teacher with the help of the syllabus designers can achieve a degree of suitability between the needs and aims of the students and the activities that will be done in the classroom. Essentially, the language syllabus discussions still follow the general model of the syllabus which should be consisted of :1). Needs analysis; 2). Formulation of objectives; 3). Selection of contents; 4).

Organization of content; 5). Selection of learning activities; 6). Organization of learning activities; 7). A decision about what needs evaluating and how to evaluate it. He further says that syllabus is as a plan, which the teacher converts in to a reality of classroom in reaction. In this case, he describes that the ideal syllabus should consist of: 1). What the learners are expected to know at the end of the course; 2). What is to be taught or learned during the course; 3). When it is to be taught; 4). How it is to be taught; and 5). How it is to be evaluated. Finally, syllabus is the statement of any part of the plan for any part of the curriculum; including the elements of evaluation.

From the above description above, by doing needs analysis and making syllabus designs and prototype materials based on needs analysis of the students in computer and network engineering

C. Research Questions

Based on the reasons stated on the background, the problems proposed in this research are as follows:

1. What are the Computer and Network Engineering students' needs in learning English for specific purpose?
2. How the syllabus should be designed based on the students' need in learning English?

3. How the prototype of course material looks like for students of computer and network Engineering?

D. Research Objectives

1. To find out the needs of English skill of the students of Computer and Network Engineering
2. To design a syllabus of Computer and Network Engineering based on the students' needs
3. To design a prototype of course material for students of computer and network Engineering

E. Rationale of the research

Needs analysis is the cornerstone of ESP and its proper application can result into a “focused course” (DudleyEvans & St John, 1998, p.121) which is actually sought for the students in Computer and Network Engineering Vocational School in Mataram.

For this reason, an attempt is made to adopt a framework for ESP course design which employs needs analysis as its starting point aiming to highlight the views of all stakeholders in the process of curriculum development, course and syllabus design, and evaluation of the effectiveness and efficiency of the implementation of the needs-based course.

F. Scope of the research

The study focused on identifying the Computer and Network Engineering students' needs in learning English and designing a model of syllabus.

G. Significance of study

The present study contributes both theoretical and practical benefits. Theoretically, the findings of this study would shed lights to the existing literature from the context of SMKs majoring in Computer and Network Engineering situated in Mataram Lombok. In this case, the students of SMKN 3 Mataram, SMK in Muhammadiyah Mataram and SMKN 9 Mataram.

1. Theoretical Benefit

The results of this study are expected to contribute to the existence of language learning theory, namely the theory of behaviorism, cognitive, naturalism, functionalism, competency theory of speaking skills, theory of factors that affect the achievement of speaking skills competencies in the application of project-oriented learning material models, teaching material theory, and the theory of teaching materials

2. Practical Benefits

Hopefully the results of this research are useful for teachers, students, and developers themselves

1) For Teachers

- a) This teaching material development model helps facilitate English language instructors to direct the learning process towards learning and innovation skills;
- b) This teaching material development model can encourage teachers in teaching English speaking subjects oriented to digital literacy skills;
- c) This teaching material development model can spur the teacher's creativity to fulfill teaching materials that lead to life and career skills.

2) For students

The development of this teaching material can stimulate students to learn independently, effectively, and be motivated to cooperatively teach speaking subjects in line with the demands of skill achievement, such as learning and innovation skills, digital literacy skills, and life and career skills.

3) For own developers

- a) This teaching material development model can be used as a reference in teaching English learning which is oriented towards the achievement of indicator indicators, namely communication and collaboration, critical thinking and solving problems, creativity and collaboration, information literacy, media, flexibility and adaptability, initiative and control self, social

and intercultural interaction, productivity and accountability, and leadership and responsibility

H. Definition of Terms

There are some definitions of terms related to this research were mentioned below:

1. Need Analysis according to Duddley-Evans and St. John(2009) there are eight components in today's concept of needs analysis which have been grouped into five broad areas including: 1. target situation analysis and objective needs analysis(e.g. tasks and activities learners will use English for); 2. linguistic analysis, discourse analysis, genre analysis, i.e. knowledge of how language and skills are used in the target situations; 3.subjective needs analysis, i.e. learners 'wants, means, subjective needs-factors that affect the way they learn (e.g. previous learning experiences, reasons for attending the course, expectations) 4.present situation analysis for the purpose of identifying learners' current skills and language use; and 5. Means analysis, i.e. information about the environment where the course will run.
2. ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson and Waters, 1987:19).

3. A Syllabus is a document or a description of contents of course of instruction that describes what should be learnt or be taught (Hutchinson and Waters, 1990) and Dubin and Olstain 1986 point out that syllabus is “more circumscribed document generally taken to refer to the content of the individual subject, such as history, physics, or English as second or foreign language” (Kaplan, 2002: 196).

I. Organization of the Research

This research consists of five chapters. Chapter one comprises the background, research question, objective of the research, research significance, organization of the research and research terms. Chapter two consists of previous related study and theoretical background. Chapter three includes types of the research, research setting, population and sample, source of data, instrument of collecting data, pilot instrument, procedure of collecting data, and the method of analyzing data.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

As has been read from many journals and other findings that a in abroad countries but also have been done a similar researched in Asia encompassing Indonesia.

Kaharuddin and Arafah (2017) have conducted using needs analysis to develop English teaching materials in initial speaking skills for Indonesian college students of English. The study finding that three important things from the implementation of the needs analysis i.e. the first; significant informations on what to teach and how to teach the initial speaking skills. The information on what to teach is derived from the needs inventory of the students linguistic needs (learning abilities and priorities), while the information on how to teach is derived from the needs inventory of the students learning needs (learning problems and learning attitudes). The second; three necessary steps which describe how to design a needs analysis baesd ELT materials. The third; the prototype of ELT Materials for initial speaking skills which reflects the contents of a well-developed course materials based on a needs analysis.

Indrasari (2015) has conducted English for Specific Purposes: A Need Analysis at The Second Semester of Physics Education Students of IAIN Raden Intan Lampung in The Academic Year of 2015/2016. The

findings describe the students' need of ESP for physics students, the lecturers' view points on the practice of ESP instructions, and descriptions of problems commonly faced by ESP students in Physics Education of IAIN Raden Intan Lampung. In his article has concluded some important aspects that has been revealed through need analysis which are very beneficial for designing the course, such as: (1) the skills English Education: Jurnal Tadris Bahasa Inggris, 9 (1), 20016, p-ISSN 2086-6003 English Education: Jurnal Tadris Bahasa Inggris, 9 (1), 2016, 172 that physics students most needed is grammar, since most of the students thought that grammar is the most difficult element to be achieved, (2) the situation where the physics students use English most is reading numerical symbols , (3) the physics students preferences regarding useful activities for learning english is pair work, and (4) the topics the physics students want most to learn is mechanics and relativity. In short, course designers or lecturers can design the ESP course, especially English for Physics Students in IAIN Raden Intan Lampung, by considering that information in order to achieve the most beneficial materials to the students.

Hasibuan, Gurning, et al., (2015) has conducted research "Developing ESP Teaching Materials for the Students of the Software Engineering based On Problem Based Learning At The Al-Washliyah teladan Vocational School". This study dealt with the development of English Reading Materials of vocational school, Al-WashliyahTeladan

Medan, majoring Software Engineering. The objectives of this study were to: 1) find out language skill and materials are needed by the students of Software Engineering, 2) develop the English materials for the majoring in software engineering students at the vocational high school grade XII. The data of this research were from existing documents and the result of interview with teacher and student. The results of the research conveyed that the existing reading materials were mostly irrelevant because the title and content of the material was not appropriate and was not required for the students majoring in software engineering.

Dafa-Allah (2012) in his study “ESP Learner’ Needs: A case study of Medicine student at Sundanese Universities” found the results of the students’ questionnaire. The study noted to a clearer identifiable conclusion that the most needed language skill in the medical field is listening to lectures in which medicine students regardless of their different academic level do not have the same English needs. The need for the academic English is more important than the need of occupational English, general English. Learners are the main resource of the data in the needs analysis and the failure of most ESP programmers in the Sundanese attributed directly to the absence of needs analysis practice.

In accordance with the above research we can see that some studies identify that English for Specific Purpose is an appropriate learning process on college and vocational students because it will support the

students' professional skills at the time. Therefore requirement needs analysis before making the syllabus design is much more important.

Chatsungnoen (2015) has conducted Needs Analysis for English for Specific Purposes (ESP) Course for Thai Undergraduates in a Food Science and Technology Programme. This research aims to explore the English language needs of students and relevant stakeholders for English for specific purposes (ESP) programmed for food science and technology students at Agriculture University in Thailand. The study showed that the students had low levels of English proficiency. Their low levels of English then affected their study in the academic context and their work during the internship programmed in the occupational context. Reading and translation were the most needed skills in their academic context, whereas speaking and listening were considered the most needed skills in the occupational context. The study also revealed a mismatch of the perceptions of the students' needs between the ESP teachers and other stakeholders in both academic and occupational contexts. The changes across two ESP courses in the students' needs depended on three main factors: learners, professional information, and environmental situations.

Hashem Ahmed Alsamadan (2017) has conducted Needs analysis can be a vital asset for teachers of English for specific purposes (ESP) to identify their learners' key requirements or needs and determine the areas in which they are lacking skills. Against this background, this study was undertaken during the academic year 2015-16 to define the English

language needs of engineering students (N= 200) majoring in civil engineering and industrial engineering. Results of the data analysis offered significant insights as to the teaching of ESP course. The study revealed that receptive skills (i.e., reading and listening) were mostly focused on in ESP classes. It has been also reported that writing and reading along with speaking skills were needed more than others. The data analysis helped to determine the most important language tasks in the context of engineering studies.

Tilfarlioğlu and Gürbüz¹ (2017) have conducted need analysis proposing a syllabus design for oral classes on teachers' and students' perceptions of modified output. The primary concern of this study is to explore teachers' and students' perceptions of modification in oral classes and present a communicative syllabus design based on the analysis of the needs. The participant instructors (48) and students (280) were addressed questionnaires to conceive their perception of corrective feedback in their oral classes. Both the questionnaires consisted of six sections, namely (1) necessity of error correction, (2) frequency of error treatment, (3) timing of modification, (4) types of errors need to be treated, (5) methods of correction and (6) delivering agents of corrective feedback. In terms of data collection, a variety of techniques such as questionnaires, audio recordings, and a semi-structured interview have been conducted. In this sense, collected data was analyzed both quantitatively and qualitatively. The syllabus is designed relying on information collected, research and

actual practices in the related department. The comparison and analysis of the participant perceptions were considered to be the starting point in designing a syllabus model. Furthermore, in their article found that both the teachers and students agreed student errors be treated, but students wanted more correction than their teachers assumed. Another similarity between the teachers and students was found regarding the timing of error correction. Similar to the teachers, students believed that error treatment after students finish speaking was effective. While both the teachers and students believed that serious and frequent errors should be treated, the students wanted to receive more error treatment. The students wanted error treatment even on infrequent and individual errors relatively. Repetition, implicit feedback and elicitation were the three most favored types of feedback among the teachers; whereas repetition, elicitation and interestingly, metalinguistic feedback were the most favored types of corrective feedback among the students. As Kim and Mathes stated in their article, explicit feedback refers to the explicit terms of the correct form, including specific grammatical information that students can refer to when an answer is incorrect; however, implicit feedback such as elicitation, repetition, clarification requests, recasts and metalinguistic feedback Lohtman, allows learners to notice the error and correct it with the help of the teacher. On the other hand, teachers were the most popular source of feedback for both the teachers and students

Moreover, Alduis (2012) has conducted need analysis “Analysis of ESP Syllabus: Analysing the Book Basic English for Computing as a Sample and Testing its Suitability for ESP Learners in Public and Private Yemeni and Saudi Arabian Universities”. The purpose of this study is conducted in addition to integrating the researcher’s experience of teaching ESP in Yemen and Saudi Arabia. This research found that the book Basic English for Computing seems to have high standard design and format as an ESP curriculum in terms of: planning stage, implementation, evaluation, and management, and in terms of selection and grading of the content and tasks of the curriculum as an ESP syllabus as well. However and from the research’s perspective, this syllabus in spite of its high standards, it doesn’t suit the level of ESP learners in both public and private Yemeni Universities due to misuse and wrong interpretation of the term ESP in Yemen among English teachers, specialists in the field of English language and decision-makers as well. Therefore the learner, the environment learning, and the teacher rather than the book that would greatly affect on deciding the success of achieving the goals of a certain syllabus and testing its usability in a certain country where English is being taught and/or learned for specific purposes.

In accordance with the four above research ESP and students’ need is integrated. They depend on three factors: learners, professional information, and environment situations. Besides that, to make a syllabus

design the data analysis, comparison and analysis of the participant perceptions helped researcher to determine and become a starting point in designing a designing syllabus model.

Moreover, Chostelidou (2010) has conducted need analysis: "A needs analysis approach to ESP syllabus design in Greek tertiary education: a descriptive account of students' needs". This paper describes the initial phase of a needs analysis project which was developed in the context of Greek tertiary education with the aim to identify the needs of a target group of learners and introduce needs-based course design. The findings of the study revealed the need for developing of a highly specific ESP language course with a clear focus on the target discipline, accountancy.

In his study the findings clarify the need for setting up a language course with a clear focus on English for Specific Purposes and on the target discipline, accountancy. In addition, there is a call for a highly specific ESP course to be implemented in the experimental needs-based syllabus document as part of the curriculum renewal process (Richards, 2001). Furthermore, the fact is stressed that the participants have different expectations with respect to their need to use the target language, for study or professional purposes, which highlights the merits of needs analysis concerning the identification of the learners' needs. Moreover, it was indicated that the participants need a flexible approach to ESP syllabus design which provides practice in both the receptive and

productive skills. Consequently, the needs-based syllabus document is expected to reflect their needs in terms of skills at the macro- and micro-level, by selecting and grading “authentic materials” (Cowling, 2007). Concluding, although the complexity of adopting a needs-based approach to ESP cannot be ignored, needs analysis as a decision making process which informs course design specifications

Bazyar and Dastpak (2015) have conducted analysis: “Syllabus Design and Needs Analysis of Students in Educational System”. This paper represents the classification of syllabuses regarding different authors' views and perspectives. The aim of this study, after depicting available syllabuses, is to state that in order to have the most useful syllabus in education, one which results in the best learning outcome for the students, the educational system should take its selection principles based on students' need. In their paper, it has been attempted to depict all valuable syllabuses. It also took a look at syllabus design based on the needs of the students. Its main purpose was to say that educational system should not think that the skills which students need to learn and use out of classroom are just skills relevant to educational and occupational purposes. It should be borne in mind that language is a whole system based on which the whole parts should be taught. Syllabus designers in education should not concentrate on the product-oriented syllabuses at the expense of process-oriented ones. They should integrate

both types of syllabuses in order that students have the most effective learning.

Their study confirm that to make a good syllabus of students in Educational system, the most important thing is combination some types syllabus and researcher found that the most skill needed by students at airline staff program is speaking skill since after graduated from the institution, they will work in many tourism place that demand them to be able in speaking English fluently. However, other skills like reading, listening, and writing are also importance to be taught for students

Hidayat (2018) has conducted analysis: “A needs analysis in learning English for airline staff program”. This journal clarified needs analysis to find specific needs for the students in the institution may direct the institution to an English program called English for Specific Purposes (ESP). This study was aimed (1) to find out the students of Airline Staff Program need in learning English at International Tourism College and (2) to investigate in what extent the existing English syllabus appropriate to the students’ needs. A purposive sampling technique was used to choose the sample. The subjects were 71 students of Airline Staff Program, the lecturer and the manager of International Tourism College. The instruments were close ended questionnaire, documentation, and interview guide. The first finding showed that students need to learn English because English is an international language that is used at airline industry. The students need to learn four skills; speaking, listening, reading

and writing. However, communication and speaking skill are the main priorities skill for them. The second was from documentation. It is found that the syllabus is appropriate with the students' need related to duration of the course, material, and context. The study also showed some aspects of teaching material should be upgraded in developing a communicative syllabus.

From his study, we can also infer that knowing students' need is quite essential, so that they can devise the teaching materials appropriately. In term of this, teachers at Airline staff program, ITC should know what students need in learning English at this institution such as conducting informal interview or distributing the questionnaire regarding to the students' need at the first meeting. Furthermore, writing skill is also important skill that students should also mater; thus, teacher should also focus in teaching writing skill and put it as a priority in the syllabus.

Slihombing (2017) has conducted analysis: "Needs analysis in designing an ESP based syllabus: English for aviation". This paper aims at knowing what type of syllabus can be constructed from an analysis of students' needs of English in Aviation. English for aviation is commonly learnt by students at civil aviation academy in Indonesia. The present research was conducted at a Civil Aviation Safety and Engineering Academy in Indonesia by deploying Air Traffic Controller Students and Air Traffic Controllers who have worked at one of international airports in Indonesia. This research used questionnaires, a semi structured interview,

and document analysis to collect data. The result of the data analysis has revealed that listening and speaking skills are mostly needed by Air Traffic Controllers in communicating with pilots. Besides, plain language is also needed to enhance communication in an emergency situation. Based on the findings on needs analysis, an ESP-based syllabus was constructed to be proposed to the institution. It is suggested that pilot and ATC have to have a good mastery on both specific and general English. Therefore, the proposed syllabus was designed to meet the students' needs that will support their working professionalism in the future workplace.

Hamlan (2015) has conducted analysis: "A Needs Analysis Approach to EFL Syllabus Development for Second Grade Students in Secondary Education in Saudi Arabia: A Descriptive Analytical Approach to Students' Needs". This research studied the needs of the second grade students in the secondary schools related to learning English in the Kingdom of Saudi Arabia. The research focused on the learners' professional needs, their language skills and tasks, preferred learning styles and teaching methods, difficulties learners face while studying language, and the suggestions for better ESL learning strategies. A descriptive analytical approach was referred to in order to meet the research goals. Two data collection tools were used, a questionnaire and semi-structured interviews. The research had comprised a sample of 400 learners at the second grade in Saudi secondary schools in Riyadh city.

The participants were both males and females. The interviews were also conducted with eight male and eight female students.

In his study revealed that students need to learn English primarily with the purpose to speak fluently, communicate with other, and to get a job. Their speaking and listening skills were also at the lower level than their writing, reading, grammar, and vocabulary skills. Furthermore, students preferred additional resources to the school book, to get a chance to select exercises, to perform activities in pairs, for a teacher to translate unknown words for them, and to learn grammar through examples. Furthermore, the research results indicated that teachers did not consider learners' differences and that student feel frustrated in class as they could not match with their classmates. Moreover, students have demonstrated a need to insert technology and short stories in the curriculum.

From the research above we know that speaking and listening skills is the main priority to indicate in making a development syllabus, also the application of a needs analysis helps to give teachers a clear view of students' needs, wants, and lacks and it is important to find out a better idea about the techniques and strategies he/she can adopt to enhance the learners' benefit of the English syllabus than if he/she does not make use of this process. It is obvious that the changes in the learning processes are impossible without the consideration of the reconsideration of the curriculum. The changes in the class materials should be done in order to

meet the needs of students. However, it appears to be a very complicated affair due to the fact that if a teacher wants to change the course material, he/she should make sure that a number of activities are included, that the new changes correspond to the curriculum and students don't feel any discomfort in using new material.

Susandi and Krisnawati (2016) have disclosed a need analysis namely "needs analysis: ESP syllabus design for Indonesian EFL nursing students". The aims of this study are to explore the needs of nursing students, faculty members in the nursing department and professional nurses to design an ESP syllabus for Indonesian nursing students; also to discuss the implications for EFL teachers who teach English for Nurses. The needs analysis was conducted by distributing questionnaires to and interviewing the respondents. The answers from the respondents were analyzed based on comprehensive concept of need analysis proposed by Dudley-Evans and St. John. The findings showed that most students consider themselves as poor in vocabulary and weak in speaking, listening, writing and pronunciation. Hence, it is crucial to improve their skills to enable them communicating effectively with foreign patients and avoiding misunderstanding which may happen when interacting with foreign patients. The innovative ESP syllabus for Indonesian nurses was then developed based on these findings and the theory of material development proposed by Harding.

Furthermore, the designer has to ensure that the material meets the needs of the learners. Harding (2007, 10-11) suggested three recommendations to consider in designing the materials: 1) Use context, texts, and situations from the student' subject area – whether they are real or stimulated they will naturally involve the language the student need. 2) Exploit authentic materials that students use in their specialism or vocation – do not put off by the fact that it may look like 'normal English'. 3) Make the task authentic as well as the tasks – get the student doing things with the materials that they actually need to do in their work. In the case of nursing students, the materials used for these students are materials integrated with the real world situation, their working situation as nurses in hospital or other health centers.

Therefore, from their research we can infer that students consider themselves as poor in vocabulary and weak in speaking, listening, writing and pronunciation, so the teacher should consider what is the needs of the students to improve their skills especially in speaking for enable them communication. Hence, to support their skills the teacher should be a creative for making a good material by designing a syllabus design that meets with their students' need.

Khalik (2014) has conducted analysis "ESP needs analysis based syllabus of Economics Faculty students, Universitas "45" Makassar". The main objective of this research is to design a syllabus and adapt materials on the basis of Students' needs. In order to achieve this objective, needs

analysis of the students was carried out in advance. The research was conducted in Makassar by employing pre-ESP and post-ESP students as the source of primary data. As the source of supporting data, the researcher distributed questionnaire to graduates, ESP teachers, Head of Departments and graduates' employers/users. To effectively achieve the objective of the research, the researcher conducted a survey by distributing questionnaire and document study to collect relevant data. The data which had been collected were then tabulated and analyzed by using descriptive method. The results of the research indicate that conducting needs analysis prior to any ESP course is absolutely important as the basis for syllabus design and material adaptation, because there was no material available on the market that could fully fit the students' needs. The results of the target situation analysis also indicates that the main purpose of the students of Economic Faculty , Universitas "45" Makassar in learning ESP is to enable them to read and understand books related to economics written in English that are available in libraries. Based on this fact the researcher tried to design a syllabus that integrated reading skills, vocabulary acquisition and mastery on English grammar. Further, the materials were arranged based on the students' topic of interest/priority.

From some previous study above, we can highlight that English for specific purpose is an appropriate learning process on vocational or college students because it will support the students' professional skills at

the time. Therefore requirement needs analysis before making the syllabus design is much more important.

Hence, the researcher finds two important things need to be improved relate to the process and result of need analysis. First, there is no clear structure in the process of need analysis to the syllabus design. Second, the syllabus is the only product. Whereas, this research clarified a process of a need analysis in the more systematic roadmap to the syllabus design and material development to produce a syllabus draft and prototype material for computer and network engineering based on their need in learning analysis.

In organizing a systematic roadmap of a need analysis to the syllabus design and material development, the researcher justifies three theories and procedures of need analysis suggested by Hutchinson and Waters (1987), Brown (1995), and Richard (2001).

Begin with defining need, Hutchinson and Waters (1987) divide need in two categories called “target need” commonly refers to the language item, skill, knowledge, strategies, and subject knowledge. Consider the starting point our teaching (lack) and the destination (necessities) and some dispute to what the destination should be (want). How are we going to move from the starting point to the destination? This is another kind of need that is “learning need”, indicating learning need there is some consideration relate to what methodology, technique appeal to the learner, what are the learner interest, and so forth. Briefly speaking,

target need is about (what to teach) and learning need is about (how to teach).

While Richard (2001) come up with the general view of need which refers to terms want, desire, demand, expectation, motivation, lack, constraint, and requirement, he has other definition about Needs itself. Need according to him is depend on judgment of a person's interest and value. In line with Hutchinson and Waters learning need, in need analysis, Richard identifies what students are able to do what they need to be able to do which imply an identification of learning need i.e method, motivation and strategy are important to be analyzed in the need analysis.

Hence, researcher justifies that Hutchinson and Waters (1987) has a clearer definition of need. Identifying linguistic features, analyzing skills required to cope with target situation is not enough because the point is not to discover the competence itself but how the learners acquire that competence.

On the other side, Brown (1995) suggests a comprehensive structure of need analysis. It explains the flow of need analysis where to start and to finish clearly, while Hutchinson and Waters do not provide this systematically. Generating three steps he begins with:

- a. Making a basic decision about the need analysis.

At this stage, decide who will be involved in the need analysis and what type of information will be gathered.

b. Gathering information

Identifying any information about problem, priorities, abilities, attitude, and solution towards the need.

c. Using the information.

This final step put much valuable information to be utilized in defining the general aims to design syllabus and course materials. He further explains kinds of instrument, clarify their strength and weaknesses e.g. how to design a valid questionnaire and etc., and provide a practical point in conducting need analysis. The conclusion of this theoretical analysis could lead the researcher to the construction of guideline of need analysis in this research.

B. THEORETICAL REVIEW

1. The History of ESP

English as a communicative language in so many areas have new development base on every period. The development of English because of so many factors and the users always try to find what is factors of those changing to be an increasing of English use. Users in this part who attend the problem in every changing and development of English, they use an approach with call as English for specific purpose. This kind of approach was born in the 1960s as a technical-analysis area. Study about language use over language form strengthened at the end of the decade and materials development is the popular trend. The years 1970s and 1980s when central concepts such as genre, rhetorical moves and expert consultant were introduced by the study of language skill and about the booming research in English.

The definition about ESP changes in every part of development, with approach by the concept of display and discipline by others and so many characteristics of variables. So ESP has and always related with learners because of their analysis need of English study, such as a vocational language or specific professional it's should be relevance and has a validity. Because of ESP teaches "the language for getting done"(Harding, 2007).

Trace of the early origin ESP is happen when the end of Second World War, because of the English accepted as an international language.

Nonnative speaker saw it as the new lingua franca because people in the world were connecting with English easily. The time that have been changed and there were so many development in technology, economic power of oil rich countries, and the spirit of students in English-speaking countries English for specific purpose were define this situation. ESP has a function in those situation to makes specific the need of English material base on the learners or people need to getting done their matters. Study English not only to make clearly about English knowledge and communication but also as a neutral language to be used in international communication (Johns and Dudley Evans, 1991).

Firstly ESP was thought by people from the register analysis and technical writing. So the movement gave special importance to semi or sub technical vocabulary. This case study describes that ESP help to define the learners need in technical field.

Every year ESP is getting increase based on Hewings (2002), co-editor journal English for specific purpose, analyzed that issue of about the conclusions in his article II a History of ESP through English for specific purposes. First, the increasing number of studies conducted outside the U.S. and U.K., such as central and south America, China and Hong Kog, demonstrates the growing acceptance of ESP as an academic discipline- a. In the second that ESP include EAP (English for Academic Purpose) and EOP (English for Occupational Purpose) .

Third that EOP oriented and apparently, they have obviated more general program descriptions. The growing of ESP course material need to understand the target situations. ESP makes specific the every context study base on learners' need, so teach ESP has meaning that they study in the deeper context of knowledge of the context and texts that occur within it. In the decades of the 1990s and 2000s have seen a rapid increase in research and have continued the expansion on major ESP topics.

According to Johns (2013), the emergence of international journal as well as the marked rise in the amount of international submissions and the publications has consolidated the importance and relevance of ESP today. The new emphases established concepts, such as international rhetoric and learner genre awareness, as well as the more profound and continuous research on corpus studies, it's demonstrate in ESP area of the evolution of research on corpus studies. ESP has existed as separate branch of language teaching for around 40 years. In the beginning of ESP focused upon the specific lexicon of technical and scientific text, and changed its emphasis towards the rhetorical uses of language in precise discourses. And after that the study about the four skill and language that students need to achieve in their performance. Today the development of ESP is about focus on teach or study about procedure and materials development in teaching its principles and theory have been more clearly outlined and shaped by the passing of time.

2. Definition of English for Specific Purpose (ESP)

There has been a worldwide growth in demand for English in Academics courses. English, the lingua franca of all sciences, has come out in non-English speaking countries as English for Specific Purposes (ESP) (Ghanbari, 2010). A growing mass of research has reported that number of universities that are offering ESP courses are on the rise nowadays to meet the ever increasing specific needs of students who belong to different fields (Bracaj, 2014). The evolution of ESP and its definitions will always developed to meet the learners'needs; it's shown the importance of ESP. Paltridge and Starfield (2013) stated that English for Specific Purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. The teaching of English for specific purposes, in its early days, was largely motivated by the need to communicate across languages in areas such as commerce and technology. This has now expanded to include other areas such as English for academic purposes (EAP), English for occupational purposes (EOP), English for vocational purposes (EVP), and English for medical purposes (EMP), English for business purposes (EBP), English for legal purposes (ELP), and English for Socio Cultural purposes (ESCP) (Belcher 2009).

ESP is the study need to change in every period and there are so many author has different definition about ESP, in the definition that ESP

is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (Hutchinson and Waters, 1987:19). Likewise, Strevens (1988:1) stated that "ESP is a particular case the general category of specific purpose language teaching." study English in every period always change because of the development of learners need to study, ESP give the function to make specific the material base on the need, so study about need analysis always evaluate by the teacher and the researcher. ESP has absolute characteristics and variable characteristics. The first absolute characteristics of ESP are about in the learning process, ESP consist of English language teaching, designed to meet specified needs of the learners, related to content, to particular disciplines, occupations and activities, the centered study are about activities in syntax, lexis, discourse, semantics, etc, ESP is contrast with the general English, ESP is not necessary, restricted as to the language skill to be learned, taught according to any pre-ordained methodology. English for specific purpose help learners to make focus their study, and base on their purpose study they have a spirit to finished their study, because students are understand about their need to study its help teacher to conduct the classroom and materials.

In the students context that they aware what they want to study, teacher has to understand the students need. Teacher need to define the material, method in the learning process. The material of ESP has define

about the need to know, technical, scientific, and the other vocabulary from specific fields for their careers or education, the technique of teaching English to students who need it for a particular purpose, such as business dealings, English for specific purpose not to be confused with specialized English, is a sphere English, English for medical professionals, English for waiters, English for tourism, English for Art purpose etc. For example, aviation English as ESP is taught to pilots, air traffic controllers and civil aviation cadets who are going to use it in radio communications. Most people (Strevens, 1980; Robinson, 1980; Widdowson, 1983; Dudley-Evans and St John, 1997) have agreed that an ESP course would have the following features, the purpose and aimed at the successful performance of occupational or educational roles by an individual or a group, it is based on an analysis of the students need and is tailor made to meet these needs, it may differ from another general language course in its selection of skills, themes, topics, situation, functions, language and methodology. ESP can be considered as the basis for broad of divisions of various EAP (English For Academic Purposes). EAP includes also EST (English for science and technology for the purposes of finds himself of herself involved in an ESP environment with students needing an ESP learning, all of aspect in the learning process should be designed from the content, forms, methodology of teaching, and finally the set communicative functions and abilities that should be achieved by students. English for specific purpose teaching involves teaching English with particular

attention to certain area, for example, business, tourism, medicine, the law or engineering. The firstly to teach ESP teacher tend to have had some general English as a foreign language (EFL) teaching experience first.

3. The Development Phases of ESP

Phases in the Development of ESP Hutchinson and Waters (1987:9) state that the early beginnings of E.S.P. start in the 1960s and that this domain of theory and practice in the undergone five phase

a. Register analysis.

This stage operates on the basic principle that the English, Electrical Engineering constituted a specific register different from other registers such Biology or of General English. The aim of the analysis was to identify the grammatical and lexical features of the registers. The main motive behind register analyses such as Ewer and Latorres was the pedagogic one of making the ESP course more relevant to learners needs. The aim was to produce a syllabus which gave high priority to the language forms students would meet in their Science studies and in turn would give low priority to forms they would not meet. In the register analysis phase the language teachers 'aim at the time was to identify lexical and grammatical features of these registers. The teaching materials focused on these linguistic features which represented the syllabus. Now that a first stage in the exploration of English has reached its terminal point, namely the study of the word structure down to its

smallest lexical component, the E.S.P. teachers decide it is time to move on to a new linguistic level, the sentence.

The criticisms against register analysis were: it restricts the analysis of text to the word and sentence level, It is only descriptive, not explanatory, Most materials produced under the banner of register analysis follow a similar pattern, beginning with a long specialist reading passage which lacks authenticity.

b. Rhetorical and discourse analysis

On the second phase of development, ESP became closely involved with the emerging field of discourse or rhetorical analysis. This phase gives more understanding how sentences were combined in discourse to produce meaning. The basic hypothesis of this stage, expressed by Allen and Widdowson (1974): The difficulties which the students encounter arise not so much from a defective knowledge of the system of English, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts. Register analysis had focused on sentence grammar, but in rhetorical or discourse analysis, the attention and focus is to understanding how sentences were combined in discourse to produce meaning. The concern of research therefore was to identify the organizational patterns in texts and to specify the linguistic

means by which these patterns are signaled. These patterns would then form the syllabus of the ESP course. The typical teaching materials based on the discourse approach taught students to recognize textual patterns and discourse markers. The 1980s recorded a step ahead in the approach to ESP, with Louis Trimble's (1985) *EST: A Discourse Approach*, CUP.

The priorities, for this decade, mean: Understanding how sentences were combined in discourse to produce meaning, to identify the organizational patterns in texts, to specify the linguistic means by which these patterns are signaled. All these patterns represented the syllabus.

c. Target situation analysis

On the third phase development of ESP, it aimed was to take the existing knowledge and set it on a more scientific basis, by establishing procedures for relating language analysis more closely to learner's reasons for learning. The ESP course design process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation. The identified features will form the syllabus of the ESP course.

This stage process is usually known as needs analysis, but according to Chambers (1980) term of target situation analysis, it is more accurate description of the process concerned.

The target situation analysis is also known as the learner-centered approach. In this phase, ESP was based on the reasons why student learnt English. The purpose of an E.S.P. course focused on target situation analysis is; to enable learners to function adequately in a target situation, that is the situation in which the learners will use the language they are learning, to identify the target situation, to carry out a rigorous analysis of its linguistic features

d. Analysis of study skills and strategies

The fourth stage of ESP has seen an attempt to look below the surface and to consider not the language itself but the thinking processes that underlie language use. The principal idea behind the skills-centered approach is that underlying all language use. There are common reasoning and interpreting processes which enable learners to extract meaning from discourse.

The focus should be on the underlying interpretive strategies which enable learners to cope with the surface forms; guessing the meaning of words from context; using visual layout to determine the type of text; exploiting cognates (i.e., words which are similar in the mother tongue and the target language)

A focus on specific subject registers is unnecessary in this approach, because the underlying processes are not specific to any subject register. As has been noted, in terms of materials this approach

generally puts the emphasis on reading or listening strategies. The characteristic exercises get the learners to reflect on analyze how meaning is produced in and retrieved from written or spoken discourse

This approach generally concentrates on reading and listening strategies, the characteristic exercises get the learners to reflect on and analyze how meaning is produced in and retrieved from written or spoken discourse.

e. Analysis of learning needs (a learning-centered approach)

This is the next stage of ESP development: the learning-centered approach. It involves considering the process of learning and student motivation, working out what is needed to enable students to reach the target, exploiting in the EOP/EAP classroom skills which students develop from their specific academic study and taking into account the fact that different students learn in different ways. All of the stages described so far are the stages of the development of ESP from it is started in the early beginnings on the 1960's until today uses. These stages started by identifying and analyzing learners register and focused on sentence level, and on second stages. ESP became closely involved with the emerging field of discourse or rhetorical analysis.

4. Definition and Characteristic of Syllabus

a. Definition Syllabus

A Syllabus is a document or a description of contents of course of instruction that describes what should be learnt or be taught (Hutchinson and Waters, 1990) and Dubin and Olstain 1986 point out that syllabus is “more circumscribed document generally taken to refer to the content of the individual subject, such as history, physics, or English as second or foreign language” (Kaplan, 2002: 196). Specific definition of syllabus defined by Ministerial Regulation No.32/2013 articulates that “syllabus is a lesson plan of a course or certain theme involving core competency”. Teachers should be able to design or organize a syllabus to list what should be taught or learnt.

Furthermore, According to the Longman Dictionary of Language Teaching and Applied Linguistics, a syllabus can be defined as 'a description of the contents of a course of instruction and the order in which they are to be taught' (Richards et al. 1992, 368). A syllabus is the guide to a course and what will be expected of you in the course. Generally, it will include course policies, rules and regulations, required texts, and a schedule of assignments. A syllabus can tell us nearly everything we need to know about how a course will be run and what will be expected of us.

According to Richard (1992), there are several syllabuses differed by its function:

- 1) The Evaluation Syllabus.

This kind of syllabus will be most familiar as the document that is handed down by ministries or other regulating bodies. It states what successful learner will know by the end of the course. In effect, it puts in record the basis on which success or failure will be evaluated. It reflects an official assumption as to the nature of language and linguistic performance. For example, if the syllabus is framed in terms of grammatical structures, this reflects a view that knowing a language consists of knowing the constituent structures. It would be impossible to produce of an evaluation syllabus without having a view of what language is and thus how it can be broken down.

2) The Organizational Syllabus.

This syllabus states the order in which it is to be learnt. It is most familiar in the form of the content page of a textbook. The organizational syllabus differs from the evaluation syllabus in that it carries assumption about the nature of learning as well as language, since, in organizing the items in syllabus. The organizational syllabus, therefore, is an implicit statement about the nature of language and of learning. It is necessary consider factors which depend upon a view of how people learn, e.g.:-
What is more easily learnt?, - What is more fundamental to learning?,-
Are some items needed in order to learn other items?,- What is more useful in the classroom?

3) The Material Syllabus

The first person to interpret the syllabus is usually the materials writer. So we get our third kind of syllabus – the material syllabus. In writing materials, the author adds yet more assumptions about the nature of language, language learning, and language use. The author decides the context in which the language will appear the relative weightings and integration of skills, the number and type of exercises to be spent on any aspect of language, the degree of recycling or revision. These can all have their effect whether and how well something is learnt. For example, if certain vocabulary items are presented in texts which appeal to the learners, they are more likely to be remembered, because the learners' attention will be more involved.

4) The Teacher Syllabus

The second stage of interpretation usually comes through the teacher. The great majority of students in the world learn language through the mediation of a teacher. Thus we have the teacher syllabus (Breen, 1984). The teacher can influence the clarity, intensity, and frequency of any item, and thereby affect the image that the learners receive. Stevick (1984) recounts how an inexperienced teacher would finish in two minutes an activity that he would spend twenty minutes on. This kind of variability will inevitably affect the degree of learning.

5) The Classroom Syllabus

As every teacher knows, what is planned and what actually happens in a lesson are two different things (Allwright, 1984b). A lesson is a communicative event, which is created by the interaction of a number of forces. The classroom then creates conditions which will affect the nature of a planned lesson. They might come from the learners as a group: perhaps they are tired after a long day, excitable after an incident in the break. Individual students might hold matters up by asking questions or distracting the attention of the class. The classroom is a dynamic, interactive environment, which affects the nature both of what is taught and what is learnt. The classroom thus generates its own syllabus (Breen, 1984).

6) The Learner Syllabus

The learner syllabus is the network of knowledge that develops in the learner's brain which enables that learner to comprehend and store the later knowledge. The learner syllabus belongs to the internal syllabus it is a retrospective record of what will be learnt (Candlin, 1984). The importance of learner syllabus lies in the fact that it is through the filter of this syllabus that the learner views the other syllabuses.

b. Purpose of making a syllabus:

1) To make the material manageable. Language is a complex entity. It cannot be learnt in one go we have to have some way of breaking down the complex into manageable units. The syllabus, in defining the

constituent parts of language knowledge, thus provides a practical basis for the division of assessment, textbooks and learning time.

2) To give moral support to the teacher and learner. In addition to its practical benefits, a syllabus also gives moral support to the teacher and learner, in that makes the language learning task appear understandable.

3) To give a cosmetic role. Sponsors and students will want some reassurance that their investment of money and/or time will be worthwhile.

The syllabus shows that some thought and planning has gone into the development of a course. This aspect is particular importance when there are commercial sponsors involved.

4) Returning to our analogy of learning as a journey, the syllabus can be seen as a statement of projected routes, so that teacher and learner not only have an idea of where they are going, but how they might get there. The syllabus itself will be the vehicle to reach the goal of learning.

5) A syllabus is an implicit statement of views on the nature of language and learning. A syllabus will normally be expressed in terms of what is taken to be the most important aspect of language learning. If we lay out a syllabus in structural terms, we are saying that knowledge of the structures of the language constitutes the most important element of language competence. If we take a skills basis, we are saying that skills are the most important aspect and so on. A syllabus, then, tells the teacher and the student not only *what* is to be learnt, but implicitly, *why* it is to be learnt.

6) A syllabus provides a set of criteria for materials selection and/or writing. It defines the kind of texts to look for or to produce, the items to focus on in exercise etc. This is probably one of the commonest uses for a syllabus, but it can be one of the most damaging to the course design, if wrongly used.

7) Uniformity is a necessary condition of any institutionalized activity, such as education. It is deemed to be important that standards within a system are as equal as possible. A syllabus is one way in which standardization is achieved (or at least attempted).

8) In that teaching is intended to lead a learner to a particular state of knowledge, there need to be criteria against which success or failure in reaching that state will be assessed. A syllabus, therefore, provides a visible basis of testing.

It is clear from this list of roles that a syllabus is an important document in the teaching/learning process. Indeed, its importance probably stems from its multi-functional purpose. But, therein also lie the dangers:

a. We should be aware of why we want a syllabus and what we will use it for. It is really just for cosmetic purpose to placate a sponsor, and then we should not try to use it as a means of selecting texts or deciding what to put in the exercise.

b. A syllabus is a model – a statement of an ideal. A syllabus is not therefore, a statement of what will be learnt. It is important to remember

that a syllabus can only constitute an approximate statement of what will be *taught* (though, even here the divergence may be considerable). It can predict very little about what will be learnt. A syllabus can never be more than a statement of a teaching ideal.

- c. Syllabuses cannot express the intangible factors that are so crucial to learning: emotions, personalities, subjective views, motivation.
- d. Syllabuses cannot take account of individual differences. Just as they are statement of the ideal in language terms, they also implicitly define the ideal learner.

The role of the syllabus is a complex one, but in clearly satisfies a lot of needs. We need crucially to be aware of different roles that the syllabus plays, so that it can be used most appropriately. In particular we need to recognize its ideal nature and, therefore its limitations as an indicator of learning

5. Some factors affecting syllabus choice and design

a. Program Factors Affecting Syllabus Choice and Design

The major determinant in choosing a syllabus type for second language teaching must be the goals and objectives of the overall instructional program; that is, the type of knowledge or behavior desired as an outcome of the instruction. This truism has not been consistently recognized. For example, for a number of years it has been widely accepted that ability to function communicatively in a second language is a desirable outcome (among others) of foreign language instruction in

secondary schools and at the college level. The emphasis in much of this instruction, however, has remained on the structural and formal aspects of language, presumably under the assumption that one kind of knowledge (structural will lead to the other (ability to function)). Yet ample evidence has shown that more direct routes to functional ability are possible, using a variety of types of instructional content such as situational, skill, and notional/functional content. Thus the relationship of the goals of instruction to the content of instruction has not always been direct. Clearly, another factor that will affect the type of syllabus or syllabi that can be chosen is the instructional re-sources available. Resources may include elements such as time, textbooks and other materials, visuals (films, slides, pictures), realia, and out-of-classroom resources such as other speakers of the language, radio and television programs, films, field trips, and so on.

A final program factor affecting the choice of instructional content may be the need to make the instruction accountable to authorities or measurable by external measures usually tests. The influence of tests on the content of instruction is a well-known phenomenon. Teachers and instructional programs often teach toward a particular kind of knowledge if it is going to be tested, even though the knowledge may not be what the students really need.

b. Teacher Factors Affecting Syllabus Choice and Design

Along with the more general program factors, teachers play a role in determining what the content of language instruction will be. A truism of

teaching is that teachers tend to teach what they know. A teacher who is not familiar with the formal aspects of a language will not be likely to try to teach a grammar lesson, but might, for example, focus on the social uses (functions) of language or how it is used in various situations. On the other hand, the science teacher with one student who does not speak the language of the classroom may go ahead and teach science in the best way possible (content instruction) rather than try to give the student a special language lesson.

Some research in teacher practice suggests that language teachers do not accurately describe their own practice (Long & Sato, 1983), have contradictory and inconsistent beliefs about language teaching (Krahnke & Knowles, 1984) and tend to repeat their own experiences as students when they become teachers. As a result, teachers can have a powerful influence on the actual syllabus of a classroom even if the official or overt syllabus of the program is entirely different.

c. Student Factors Affecting Syllabus Choice and Design

Facts about students also affect what instructional content can be used in an instructional program. The major concerns here are the goals of the students, their experience, expectations, and prior knowledge, their social and personality types, and the number of students in a given class. Ideally, the goals the students themselves have for language study will match the goals of the program. When this is so, the question of goals is

easy to settle. Sometimes, however, programs and students have different goals. For example, one instructional program was designed to teach the English of the broadcasting profession at a vocational school. The program administrators assumed that the students' language learning goals were tied to the professional training they were receiving. Many students, however, were more interested in attaining general English proficiency to pre-prepare them for even better positions than they were being trained for. One way to meet both sets of goals would be to increase the amount of general functional, situational, and skill content provided along with the specialized skill and structural content that was being taught.

6. Students' problems in learning English.

There are some common problems faced by the students in learning English proposed by Wilson (2016). The problems are as follows:

Grammar is complex, making it difficult to remember, master and use logically. Grammar is extremely important. Incorrect use of grammar can confuse the person someone is speaking to and even change the meaning of what he/she is communicating.

a. Vocabulary

Vocabulary is often a challenge, particularly when it comes to verb variations and understanding which tense should be used in various situations. English has one of the biggest vocabularies of all languages, and it can be very confusing for non-English speakers to master. Using vocabulary inaccurately is incredibly noticeable to anyone who's first

language is English, though it doesn't often change the meaning of your text, it does weaken it.

b. Slang and colloquialism

With the English language having such an extensive vocabulary and complicated grammar, there is enough to teach students wanting to learn English, rarely are students exposed to the slang words used by English speakers in every day conversation. Sentences can be predominantly filled with slang words, so maintaining a conversation can be difficult for anyone who doesn't understand what they mean.

c. Pronunciation

Knowing how to pronounce words in English can be very difficult as it isn't always obvious. English speakers have been taught these from an early age, which is how they know not to pronounce the 'k' on 'knight' , they are taught the subtleties in how to pronounce something to communicate the right message. Furthermore, depending on the first language of the English student, it can often be difficult to pronounce certain words properly, having not ever had to create that phonetic sound before.

d. Variations in English

The variations in the different forms of English can often be difficult to understand. For example, the difference between using formal and informal language or the differences between spoken and written

language. This leads to students writing words phonetically, i.e. how they would say it rather than how its actually spelt, and using informal language, maybe even slang that they have picked up, in formal situations which may perhaps be viewed negatively.

7. Types of English Syllabus

a. The Structural Syllabus

The structural or grammatical syllabus is doubtless the most familiar of syllabus types. It has a long history, and a major portion of language teaching has been carried out using some form of it. The structural syllabus is based on a theory of language that assumes that the grammatical or structural aspects of language form are the most basic or useful. When functional ability, or ability to use or communicate in the new language, is a goal of instruction, the structural syllabus can be said to embrace a theory of learning that holds that functional ability arises from structural knowledge or ability. The content of the structural syllabus is language form, primarily grammatical form, and the teaching is defined in terms of form. Although the definition of language form and the most appropriate "grammar" to use in pedagogy have long been disputed, most existing structural syllabi use some form of traditional, Latin -based, descriptive/prescriptive grammatical classification and terminology. The usual grammatical categories are the familiar ones of noun, verb, pronoun, adjective, singular, plural, present tense, past tense, and so on. The domain of structural syllabi has tended to be limited to the 27 sentence.

That is, the sentence is the largest unit of discourse that is regularly treated. A classification of sentence types usually includes semantically defined types such as statements or declaratives, questions or interrogatives, exclamations, and conditionals, and grammatically defined types such as simple, compound, and complex sentences. A good deal of morphology can also be found in structural syllabi, such as singular and plural marking, the forms marking the tense system of the language, and special morphology such as determiners and articles, prepositions and postpositions, gender markers, and so on. Morphology also deals with vocabulary, specifically formal aspects such as prefixes and suffixes. A key feature of the structural syllabus is that it is "synthetic" (Wilkins, 1976; Yalden, 1983). Synthetic syllabi require analyses of the language (content), such as word frequency counts, grammatical analysis, and discourse analysis. The syllabus designer uses the elements isolated as a result of the analyses to make up the content of the syllabus. In most cases there are rules, patterns and grammatical elements, usually with guidelines for their combination and use. Because of their synthetic nature, structural syllabi assume a general theory of learning that holds that learners can synthesize the material being taught in one of at least two ways. First, the analyzed information - the rules and patterns- are available as the learner attempts to use them in linguistic communication. The learner uses the information either to generate or produce utterances or discourse, or to check the accuracy of production. Second, analyzed

information is transformed from analyzed, possibly conscious knowledge, into the largely unconscious behavior that makes up language use.

b. The Notional/Functional

The notional/functional syllabus is the best known of contemporary language teaching syllabus types. It is, however, also the object of a great deal of misunderstanding. On the one hand, while notional/functionality has been referred to as an "approach" (Brumfit & Johnson, 1979; Widdowson, 1979), it has never been described as anything other than a type of content of language instruction that can be taught through a variety of classroom techniques. On the other hand, notional/functionality has been closely associated with what has been called "communicative language teaching" (Brumfit & Johnson, 1979; Richards & Rodgers, 1986; Widdowson, 1979), a rather amorphous view of language teaching that has been referred to as a method but is really a collection of different approaches and procedures clustered around notional/functional content. Because of its broad scope, its confusion with instructional method and its own lack of definition, notional /functionality is difficult to describe clearly. A narrow perspective is taken here, viewing the notional/functional movement only in terms of a means for defining instructional content. In this sense, notional/functional syllabi have much in common with structural syllabi in that both are subject to a variety of interpretations and can be associated with a variety of methodologies. At its simplest, notional/functionality is, in Richards and Rodgers' (1986) terms, a theory

of language. It holds that basic to language are the uses to which it is put. If language is seen as a relationship between form and function, notional/functionality takes the function side of the equation as primary and the form side as secondary. For example, rather than regarding the future tense form (with will) in English as basic and discussing the uses to which it can be put (e.g., talking about the future, making promises) as secondary, in a functional view of language, notions such as future and functions. Other interpretations and applications have elaborated on notional/functionality, but the most basic point of the movement in language teaching is that categories of language use rather than, categories of Language form have been taken as the organizing principle for instruction.

c. Situational Syllabus

The situational syllabus has a long history in language teaching, but situational content has mostly been used as an adjunct to instruction that is primarily focused on language form and structure. Many "methods," from 29 grammar-translations to Berlitz to modern integrated textbooks, have used examples of the language being learned in situations and settings. These range from short dialogues to lengthy themes with casts of characters acting and behaving in complex ways. Many collections of conversation or communication activities are organized in terms of situations. It is important to realize that there is not just one situational syllabus, but many, differentiated by type of informational content and type

of linguistic content. Alexander (1976) has distinguished three types of situational syllabus, differentiated by type of information: "limbo," concrete, and mythical. The limbo situation is one in which the specific setting of the situation is of little or no importance. Alexander gives the example of introductions at a party, where the setting of the party is largely irrelevant, and what is important is the particular language focus involved. The concrete situation is one in which the situations are enacted against specific settings" (p. 98), and what is important is the setting and the language associated with it. Ordering a meal in a restaurant and going through customs are examples of concrete situations. The mythical situation is one that depends on some sort of fictional story line, frequently with a fictional cast of characters in a fictional place. Among the different linguistic focuses that can be found in situations is the grammatical focus, with which situations are presented in such a way that particular structures or sets of structures are emphasized. It is possible to imagine a pronunciation focus that emphasizes particular pronunciation problems. Another is a lexical focus, whose emphasis is on some set of vocabulary items. Situations may emphasize functions, such as introduction or apology, or notion, such as time or color or comparison. Finally, situations may be constructed to present various types of discourse or interactional phenomena. A related way to distinguish situational syllabi is to consider whether situations are presented to students in the form of completed discourse, or the students are expected to create or modify parts or all of

it. Many situations are presented in full, and students are then asked to play out the same situation using their own language and, possibly, settings. On the other hand, situations can be presented as role plays, in which the students are expected to create, supply, or fill in much of the language that occurs in the situation.

d. Skill-Based Syllabus

Much less is known about the skill-based, task-based, and content-based syllabi than about the types already discussed. This is especially true of the skill-based syllabus, a type that has not been previously identified as a separate kind of instructional content in the literature on language teaching. The term "skill" in language teaching has generally been used to designate one of the four modes of language: speaking, listening, reading, or writing (Chastain, 1976). Here, however, the term is used to designate a specific way of defining the content of language teaching. A working definition of skill for this volume is a specific way of using language that combines structural and functional ability but exists independently of specific settings or situations. Examples are reading skills such as skimming and scanning; writing skills such as writing specific topic sentences and certain kinds of discourse (e.g., memos, research reports, work reports); speaking skills of giving instructions, delivering public talks, giving personal information for bureaucratic purposes, asking for emergency help over the telephone; and listening skills such as getting specific information over the telephone, listening to foreign radio

broadcasts for news or military information, taking orders in a restaurant, and so on. Another, and more traditional, way of viewing skill-based instruction is what is called competency-based instruction. Competencies are similar to behavioral objectives in that they define what a learner is able to do as a result of instruction. Extensive lists of competencies have been developed for adult ESL (refugee and immigrant) programs in the United States. Not all native speakers of a language are equally competent users of language. Also, individuals have varying competence in the different skill areas. For example, even though anyone reading this book may be considered a 31 speaker of English, including many native speakers, not all are reading with the same degree of efficiency. Some are more "skilled" readers than others. At the same time, one person may be a particularly skilled reader but perform extremely poorly when required to carry on an emergency conversation on a mobile radio or someone who is an inefficient reader may be adept at getting people to buy waterbeds. The ability to use language in specific ways (settings and registers) is partially dependent on general language ability, but partly based on experience and the need for specific skills. Language skills may, in fact, be limited to specific settings. Many waiters and waitresses in restaurants, and other workers in similar jobs, have learned only the English skills needed to carry out their work in the restaurant. They have learned a specific second-language skill. Preparing students to undertake higher education in a second language often involves teaching them specific skills such as

note-taking, writing formal papers, and skimming and scanning while reading.

e. The Task-Based Syllabus

The task-based syllabus is relatively little-known. It is largely based on work by Krahnke (1981), Candlin and Murphy (1986), and Johnson (1982). The defining characteristic of task-based content is that it uses activities that the learners have to do for non instructional purposes outside of the classroom as opportunities for language learning. Tasks are distinct from other activities to the degree that they have a non instructional purpose and a measurable outcome. Tasks are a way of bringing the real world into the classroom. Task-based learning is sometimes similar to situational learning, but the content of the situations is provided by the students themselves. Tasks are also not static; that is, they should involve a process of informational manipulation and development. They should also involve informational content that the language learners do not have at the beginning of the task. Another characteristic of tasks is that they require the student to apply cognitive processes of evaluation, selection, combination, modification, or supplementation (so-called "higher-order thinking skills") to a combination of new and old information. In task-based instruction, language is not taught per se, but is supplied as needed for the completion of the task. An example of a task is to have the students develop a guidebook to their school or instructional program for actual use by other students. Immigrant

students might research the availability of health care in their community and develop a guide to using health care facilities. In an academic setting, students might work on a paper or report that is actually needed for a content-area class. Beginning students might tackle the process of applying for a program or job, obtaining the forms and information necessary to complete the process. The intent of task-based learning is to use learners' real-life needs and activities as learning experiences, providing motivation through immediacy and relevancy. The focus on processing of new and old information in an interactional manner stimulates transfer. Language form is learned through language use. Task-based learning is structurally geared toward language learning or acquisition because the tasks are part of a language learning environment or program are chosen in part for what they will contribute to language development, and are implemented in a way that provides as much experience and feedback as possible. The language needed to carry out tasks is not provided or taught beforehand, but discovered by students and provided by teachers and other resources as the task is carried out.

f. The Content-Based Syllabus

Content-based language teaching has been in existence for some time, but has only recently been recognized as a viable way of teaching language as an end in itself. In concept, content-based teaching is simple: It is the teaching of content or information in the language being learned with little or direct or explicit effort to teach the language itself separately

from the content being taught. In practice many programs using a content-based approach have also included an instructional component specifically focusing on the target language, but such specific language instruction is not regarded as the primary contributor to target language acquisition. Recent developments in content-based teaching are closely related to the broader issue of attempts to provide effective instruction to LEP children in public schools in the United States and Canada. One solution to the problem of limited school language proficiency has been some sort of controlled immersion in the language of the school or society. "Immersion" essentially has meant that students are given content instruction in a language they may not control well or at all; that is, they simply go to school in that language. When under taken responsibly and informally, immersion can maximize the students' comprehension of both the target language and the content material. The potential for the success of immersion was established by controlled research carried out in Canada (Lambert S. Tucker, 1972). In this research program, students were placed in school subject classes, starting at the kindergarten levels that were taught in languages other than their first. The results of the research demonstrated that such students had learned both the content being taught and the language in which it was taught, and that cognitive development was not slowed by such an experience. This type of evidence, and the need to educate large numbers of non-English-speaking children in the United States and Canada, gave support to bilingual

education programs in both countries as a solution to the problem of educating children who do not speak the language of the educational system. The goals of bilingual education programs have been to keep non-dominant language speakers in school, to ensure that their cognitive development continues at an acceptable rate, and to give them ability in the community language that they did not have proficiency in, leading, ideally, to bilingualism.

8. Practical Guide to syllabus choice and design

The process of designing and implementing an actual syllabus warrants a separate volume. Ten steps in preparing a practical language teaching syllabus: 1) Determine, to the extent possible, what outcomes are desired for the students in the instructional program. That is, as exactly and realistically as possible, defines what the students should be able to do as a result of the instruction. 2) Rank the syllabus types presented here as to their likelihood of leading to the outcomes desired. Several rankings may be necessary if outcomes are complex. 3) Evaluate available resources in expertise (for teaching, needs analysis, materials choice and production, etc.), in materials, and in training for teachers. 4) Rank the syllabi relative to available resources. That is, determine what syllabus types would be the easiest to implement given available resources. 5) Compare the lists made under Nos. 2 and 4. Making as few adjustments to the earlier list as possible, produce a new ranking based on the resources constraints. 6) Repeat the process, taking into account the constraints

contributed 39 by teacher and student factors described earlier. 7) Determine a final ranking, taking into account all the information produced by the earlier steps. 8) Designated one or two syllabus types as dominant and one or two as secondary 9) Review the question of combination or integration of syllabus type and determine how combination will be achieved and in what proportion. 10) Translate decisions into actual teaching units. This guide is intended as a general procedure to follow in making syllabus decisions for specific instructional programs. It is expected that quite different designs will emerge for each application, and this is as it should be. What is important in making practical decisions about syllabus design is that all possible factors that might affect the teachability of the syllabus be taken into account. This can be done only at the program level.

9. Define of Need Analysis

According to Duddley-Evans and St. John(2009) there are eight components in today's concept of needs analysis which have been grouped into five broad areas including: 1. target situation analysis and objective needs analysis(e.g. tasks and activities learners will use English for); 2. linguistic analysis, discourse analysis, genre analysis, i.e. knowledge of how language and skills are used in the target situations; 3.subjective needs analysis, i.e. learners 'wants, means, subjective needs-factors that affect the way they learn (e.g. previous learning experiences, reasons for attending the course, expectations) 4.present situation

analysis for the purpose of identifying learners' current skills and language use; and 5. Means analysis, i.e. information about the environment where the course will run. In EFL learning, especially in teaching ESP, teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners. Therefore, designing materials should be adapted with learners' need of studying English for certain need. As Bracaj (2014) explained that students learn English for a specific purpose, represented by studying subject matter, to gain and develop appropriate knowledge and skills through English. Related to the explanation above, as a matter of fact, this research dealt with the relationship between ESP and need analysis which cannot be separated each other, it is in accordance with Beshaj (2015) that the necessity of ESP method related to international exchanges and interactions that the recent conditions need to have people know not just general English but to have extensive English vocabulary on various specific scientific such as judicial, social, medical fields, computer engineering and so on. Therefore it is obvious that knowing English and using English for specific purposes is a challenge. People would be much appreciated if they have good command not only the general foreign language but also have a specific field. Talking about the need analysis, there is another theory telling that "need analysis (NA) is a vital stage in designing ESP materials" (Belcher, 2006,p.135). It represents a basis in identifying the course objective, and learners' communicative and linguistic needs. Many researchers agree

that NA reflects necessities, wants, and needs of learners in their subject area. Here, need analysis has a crucial function in designing ESP material for students in Computer and Network Engineering in Vocational School in Mataram. Need analysis is used to know the fact and the real situation based on learners and teachers' information. Need analysis evaluate the relevant and the compatible handbook for learners and teachers. A basic course begins with the learners' needs. It is understood preparing learners to use English within academic, professional, or workplace environment (Basturkmen, 2010: 17). Songhori (2008: 2) states that needs analysis has a crucial role in the process of designing and carrying out any language course. Hence, need analysis consist of a procedure to gain the information about performance and target performance. Need analysis detected before the course might change during the course and the teacher take note of those change. Generally, in designing needs analysis requires the following procedures, those are; decide what information to gather and why, when, from whom and how to gather it, gather the information, interpret it, act on in, and evaluate the effect (Graves, 2000: 73). Needs Analysis is then an essential stage as it tells syllabus developers about the specific language used by the learners in their own contexts. From the explanation above, below is the example of needs analysis model adapted from Dudley-Evens and St. John(1998,p.125)

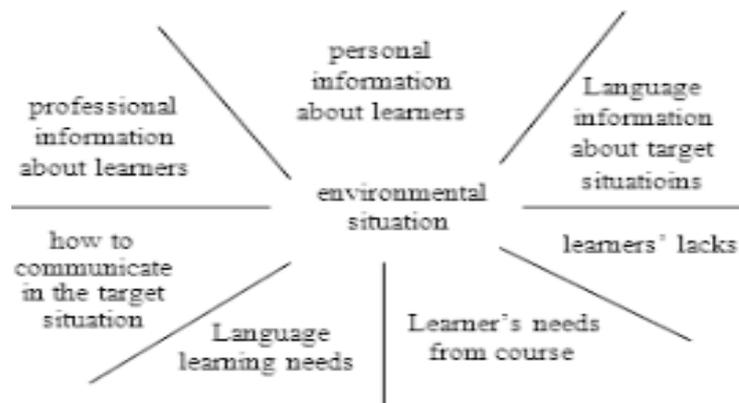


Figure 1.

10. The Definition of Curriculum

English is stated as an adaptive subject that has two major purposes. First is to comprehend the basic knowledge and skill program achieved, and second is to implement those skills and knowledge so that the students can interact well using spoken and written English at the intermediate level (BSNP, Jakarta: 2006). According to the Laws of Education System No. 20 of 2003, a curriculum includes some ways or methods as manual or learning activities in order to achieve some specific educational purposes. The recent curriculum applied in school is curriculum 2013. It points out that the aim of education is to develop three aspects of student's competences which are attitude, knowledge, and skill. Those competences are formulated in the core competences (KI) which has one or more basic competences (KD). The first and second core competences (KI-1 and KI-2) are applied to develop the religious and social competences and the third and fourth core competences. (KI-3 and KI-4) are applied to develop the knowledge and skill competences of the

students. Further, curriculum 2013 proposes scientific approach as the guidance in the language teaching and learning process. The scientific method steps used in the language classroom are: i) Observing, ii) Questioning, iii) Experimenting/collecting data/information, iv) Associating/analyzing data/information, v) Communicating, and vi) Creating

Furthermore, Richards (2002: 2) states that curriculum development focuses on determining what knowledge, skill, and value that students learn in the schools and how teaching and learning in the schools can be planned, measured, and evaluated. The aims of curriculum design are to make a course that has useful goals, that achieves its goal, that satisfies its users, and that does all this in an efficient way to assess how well the aims are achieved. Woods & Davis (1978) revealed that “a curriculum be considered as a totality of courses that constitute of a course of study offered by an institution or followed by a student.”

Actually, there are three elements in the curriculum as proposed by Nunan (2004: 6). He notes that curriculum consists of three elements: syllabus design concerned with selecting, sequencing, and justifying content; methodology emphasized with selecting, sequencing, and justifying learning experience; and the last is assessment/evaluation focused on the selection of assessment and evaluation instruments and procedures.

C. Conceptual Framework

Streven (1988) argues that methodologically, the teaching of ESP process is the same model as any other form language teaching is, shaping the inputs, encouraging learner attention, managing the learning strategies and promoting language practice and use.

Williams (1983) points out that the ability to develop and administer a course is equally as important as the ability to write teaching materials and to perform a need analysis

Furthermore, Huthinson and Waters (1987) cite that the development in educational psychology also gave contribution to the rise of ESP where this study emphasized the importance of the learners and their attitudes to learning. Learners are seen to have different needs and interest, which will give impact to their motivation and furthermore to the effectiveness of their learning. This development of language teaching shows us that students' needs are very important in language teaching. The teachers have to put the students in the course that relevant area, if the students are students of Computer and Network Engineering, the teachers should give English in Computer and Network Engineering context, for instance vocabulary related to Wired Network, Wireless Network, and Client- Server Network.

Hutchinson and Waters (1987:7-8) states that the idea is simple: if language varies from one situation of use another, it should be possible to determine the features of specific situations and then make these features

the basis of the learners' course. Moreover, they said that "tell me what you need English for and I will tell you the English that you need" become the guiding principle of ESP.

Philips (1992:92) states that the first and crucial notion that gives Language for Specific Purpose (LSP) its identity as a distinctive area of language teaching is the learners' purpose. Thus, teaching ESP has to be based on the purpose of the learner why the learner has to be based on the purposes of the learner why the learner has to learn language. The reasons that mentioned above give contribution in designing syllabus of computer and Network Engineering of SMKN in Mataram, in other words, teaching is much better. The Institution and the teachers should not think that language teaching is just a matter of teaching. However, there are other ideas should be considered. First, the learners' reasons learn language, because it is the goal of the language teaching and learning. If the learners are computer and network engineering students, the teacher should know what their objective to learn the language, do they learn the language for working in office, working abroad, for reading textbooks related to their field?. Second, the context of the language, English for Computer is different material or syllabus designer should give more attention to the learners' needs because their needs have influence on their motivation and effectiveness of learning.

Furthermore, the input of this research is target population. The students, teachers, graduates, and employers/stakeholders are asked for

their perception on ESP course, in this case English for Computer and Network Engineering Students. Then, need analysis process will conduct to analyze the students' present situation. These factors are analyzed in order the content of syllabus not only list of topics or material to be taught. The result of this needs analysis becomes actual needs and give impact in designing syllabus, and the impact results output of this research, that is a syllabus for the students of Computer and Network Engineering in SMKN 3 Mataram, and course material as tools for teaching and learning in Vocational School in Mataram West Lombok.

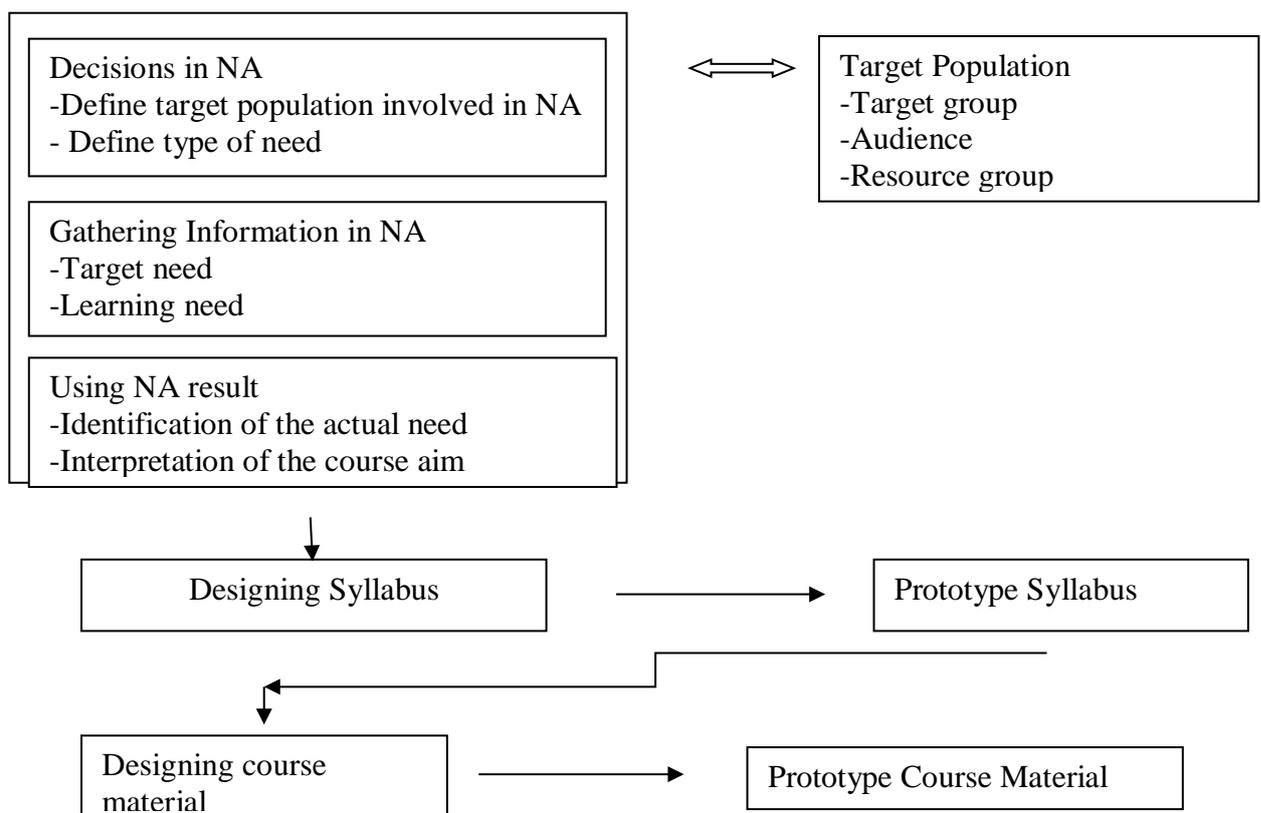


Figure 2: Concept of the research